



## East Aiken Elementary

223 Old Wagener Road

Aiken, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	508 Students	
<b>Principal</b>	Mary Lovvorn Robinson	803-641-2450
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

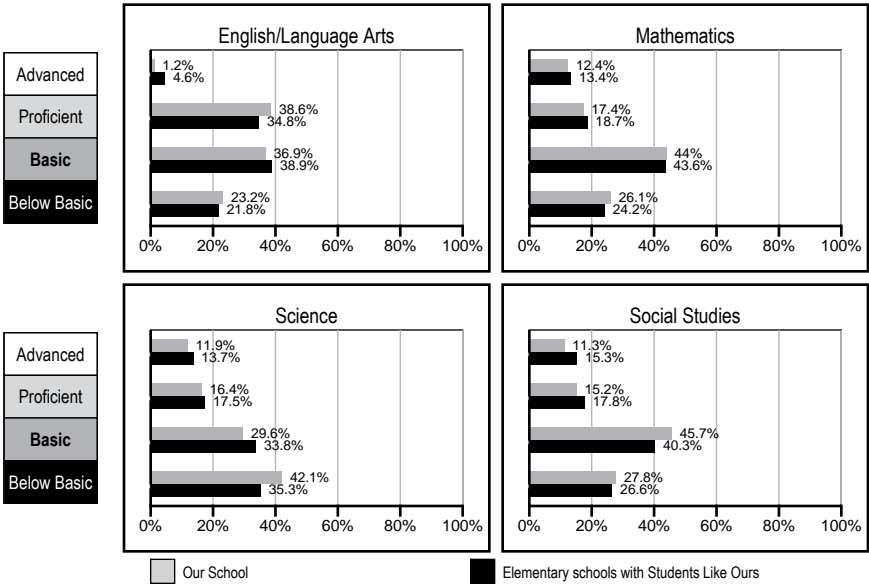
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	35	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=508)</b>				
First graders who attended full-day kindergarten	98.7%	Up from 92.2%	100.0%	100.0%
Retention rate	0.4%	No Change	2.7%	2.3%
Attendance rate	96.1%	Up from 95.8%	96.3%	96.3%
Eligible for gifted and talented	13.6%	Down from 14.6%	10.4%	10.4%
With disabilities other than speech	6.1%	Up from 5.3%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 2.0%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	67.6%	Up from 53.8%	57.9%	56.7%
Continuing contract teachers	91.9%	Up from 84.6%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 85.9%	87.8%	86.4%
Teacher attendance rate	94.8%	Down from 95.2%	95.0%	94.9%
Average teacher salary	\$45,769	Up 5.3%	\$45,627	\$45,345
Professional development days/teacher	23.5 days	Down from 23.8 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.7 to 1	18.4 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.1%	89.7%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,602	Up 6.3%	\$6,918	\$7,052
Percent of expenditures for instruction*	73.6%	Up from 70.4%	68.7%	69.1%
Percent of expenditures for teacher salaries*	69.7%	Up from 64.7%	65.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of East Aiken Elementary School is to accommodate differences, reveal a passion for learning, teach appreciation, and stimulate creativity. We are a family-friendly community school with an emphasis on academics, arts, and character development. East Aiken is an Arts in Basic Curriculum Site and a recipient of a Distinguished Arts Program grant, and our partnership with the Aiken Community of Character initiative continues. We infuse character development throughout the school culture by integrating academics, arts, and character education. One example is our monthly school production, featuring students, teachers, and community members who demonstrate good character traits through literature, music, drama, and dance.

Literacy instruction is the backbone of our curriculum. Struggling readers qualify for accelerated reading instruction from a trained reading interventionist, who collaborates with teachers to insure student achievement in reading. Students enter and exit this program as they meet their grade level reading benchmarks.

Students and teachers use innovative technology throughout the curriculum such as interactive white boards, digital cameras, and etvStreamlineSC to enhance lessons in all areas. Four mobile laptop labs are available for classes to use for a variety of computer programs and for research projects using the Internet. Our teachers are all deemed technology proficient by our school district.

Our 21st Century Community Learning Center continues to provide outstanding opportunities for student growth and development in the daily after-school program. Grant funding and community resources allow one hundred at-risk children to benefit from a wide range of academic and enrichment services at no charge.

Mentors make a vital contribution to the success of our students. Every teacher and staff member chooses a child to mentor throughout the year. We also have parents and other volunteers who serve as mentors to children who need a caring adult in their life.

Parents, teachers, and members of the community work together to identify our needs for school improvement. Plans for the coming school year include the addition of a Math Coach, Single Gender Class options, and the creation of a South Carolina Garden. Our Title I Parenting Center in the Media Center continues to house a variety of resources to help parents become full partners in the education of their children. We believe that our school is a cooperative zone among parents, teachers, students, and members of the community.

Mary Robinson, Principal  
Jennifer Taylor, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	103	77
Percent satisfied with learning environment	95.0%	78.6%	87.0%
Percent satisfied with social and physical environment	97.4%	77.7%	82.9%
Percent satisfied with school-home relations	97.5%	74.8%	86.7%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.4%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	258	100	23.2	36.9	38.6	1.2	49.8	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	133	100	28.6	40.5	31	0	41.3	43.8	41.7	N/A	N/A
Female	125	100	17.4	33	47	2.6	59.1	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	152	100	16.9	33.8	47.2	2.1	62.7	59.8	60	Yes	Yes
African American	95	100	33	40.9	26.1	0	31.8	33.8	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	38	100	71.4	14.3	14.3	0	14.3	15.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	29.8	41.1	28.5	0.7	35.8	35.8	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	258	100	26.1	44	17.4	12.4	40.2	46.9	45.8	Yes	Yes
<b>Gender</b>											
Male	133	100	30.2	33.3	19.8	16.7	42.9	47.9	45.6	N/A	N/A
Female	125	100	21.7	55.7	14.8	7.8	37.4	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	152	100	19.7	38	23.2	19	55.6	57.2	59	Yes	Yes
African American	95	100	37.5	54.5	5.7	2.3	12.5	29.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	38	100	71.4	22.9	2.9	2.9	11.4	15.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	33.8	51	8.6	6.6	24.5	32.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	170	100	42.1	29.6	16.4	11.9	28.3	34.1	35.7	96.1	95.9
<b>Gender</b>											
Male	83	100	38.3	28.4	16	17.3	33.3	36.6	37.4	96.1	95.8
Female	87	100	46.2	30.8	16.7	6.4	23.1	31.3	33.8	96.2	96.1
<b>Racial/Ethnic Group</b>											
White	96	100	21.3	30.3	27	21.3	48.3	45.2	49.2	96.2	95.9
African American	68	100	70.3	26.6	3.1	0	3.1	16.4	17	96.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.4	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	94.3	95.8
<b>Disability Status</b>											
Disabled	23	100	63.6	31.8	0	4.5	4.5	12.8	14	94.8	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	97.2	96.5
<b>Socio-Economic Status</b>											
Subsided meals	117	100	55.1	28	13.1	3.7	16.8	20.4	21.1	95.7	95.2

**Social Studies**

All Students	163	100	27.8	45.7	15.2	11.3	26.5	30.3	34	96.1	95.9
<b>Gender</b>											
Male	88	100	28.4	37	18.5	16	34.6	33.8	36.6	96.1	95.8
Female	75	100	27.1	55.7	11.4	5.7	17.1	26.5	31.3	96.2	96.1
<b>Racial/Ethnic Group</b>											
White	107	100	23.2	40.4	20.2	16.2	36.4	38.6	44.5	96.2	95.9
African American	47	100	37.2	53.5	7	2.3	9.3	17	19.1	96.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.4	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.1	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	94.3	95.8
<b>Disability Status</b>											
Disabled	24	100	42.9	52.4	0	4.8	4.8	10.7	14.4	94.8	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	97.2	96.5
<b>Socio-Economic Status</b>											
Subsided meals	97	100	31.4	51.2	15.1	2.3	17.4	18.6	21	95.7	95.2

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	77	100	14.5	33.3	47.8	4.3	52.2
	4	111	99.1	22.5	39.2	38.2	0	38.2
	5	97	97.9	31.5	43.5	25	0	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	11.4	35.7	51.4	1.4	52.9
	4	75	100	17.4	36.2	43.5	2.9	46.4
	5	108	100	35.3	38.2	26.5	0	26.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	77	100	14.5	56.5	17.4	11.6	29
	4	111	100	26.2	38.8	17.5	17.5	35
	5	97	99	24.7	46.2	19.4	9.7	29
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	28.6	48.6	12.9	10	22.9
	4	75	100	21.7	43.5	14.5	20.3	34.8
	5	108	100	27.5	41.2	22.5	8.8	31.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	28.6	34.3	31.4	5.7	37.1
	4	111	100	39.8	30.1	21.4	8.7	30.1
	5	48	97.9	36.4	25	15.9	22.7	38.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	42.1	36.8	13.2	7.9	21.1
	4	75	100	36.2	33.3	17.4	13	30.4
	5	55	100	50	19.2	17.3	13.5	30.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	17.6	58.8	5.9	17.6	23.5
	4	111	100	35.9	38.8	14.6	10.7	25.2
	5	49	100	53.1	26.5	10.2	10.2	20.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	15.6	53.1	25	6.3	31.3
	4	75	100	24.6	46.4	13	15.9	29
	5	53	100	40	40	12	8	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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